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THE ELEMENTARY SCHOOL JOURNAL

CONTINUING "THE ELEMENTARY SCHOOL TEACHER"

MAY 1915

EDUCATIONAL NEWS AND EDITORIAL COMMENT

One of the most impressive manifestations of the growing unity of the American educational system appears in the fact that a number of the leading universities are organizing conferences with the superintendents and teachers of elementary schools. Conferences between officers of colleges and secondary schools have become familiar in all parts of the country. The motives for such conferences are not far to seek. The interest in the preparation of students for college classes is served best by direct contact between secondary-school and college teachers. The motives for these recent conferences between elementary schools and universities are altogether different from the motives that prompt the organization of secondary-school conferences. Conferences with elementary schools are due in part to the initiative of departments of education, but more fundamentally they arise out of the fact that the universities are beginning to recognize the general principle that the development of a science of education is a part of the business of every one of our higher institutions. For a long time the normal schools had a monopoly on the training and development of elementary education, but there is danger at the present time that the normal schools will drop behind unless they see the significance of this new movement which is appearing in the universities.

The University of Pennsylvania, for example, has organized a school men's week. Two days will be devoted to problems relating

to the training of teachers, two days to rural-school problems, three days to the administration of city schools, and three days to matters in which the teachers of colleges and high schools are concerned. At Indiana University a conference on scientific measurements has been organized, continuing the work which was undertaken last year. At the University of Wisconsin the superintendents of the state are to come together for a week in what amounts to an educational short course. The same is true at the University of Minnesota, where the university has united with the State Department of Education to give the superintendents a week of discussion of problems of supervision. Earlier in the year the University of Iowa had a week for the superintendents and supervisors, separating them for the purposes of this discussion from all of the other school officers of the state and devoting the time exclusively to the problems of supervision. A number of other institutions, such as the University of Kansas, have organized in connection with their secondary-school conferences special conferences for school administrators.

In all of these cases the appeal to the influential body of school officers who were to be found among the state superintendents makes it clear that there is coming to be a recognition on every hand that the teaching profession has large problems of supervision which can be worked out only through the co-operation of practical school people and the theoretical students of education. That conferences of this sort are likely to become more common would seem to be indicated by the geographical distribution of the conferences now under way.

In this connection it is interesting to note that the House Committee on Education of the United States Senate has reported favorably an initial appropriation of \$500,000.00 for the founding of a national university. The only justification for the establishment of such an institution as this would be the extension in research and the general improvement of educational organization in all of the states which would be promoted by a central institution equipped with all of the facilities for investigation which are to be found at the seat of government. The

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University**

remarks of ex-President Taft at the meeting of the Department of Superintendence are significant in this connection, showing the conception which he has of the function of the Bureau of Education and of the national university which in some form is certain to be organized. Mr. Taft said:

What we need in the country is an opportunity for standardization and comparison of school systems in the different states and different cities. This, I think, we might have by establishing what Washington recommended, a national university in Washington. The Bureau of Education might well be enlarged into a university which should not be a teaching university, but one with a corps of experts who could offer to the people of all the states and the people of all local communities the opportunity of having their respective school systems examined and reported on as to proper scope, efficiency, thoroughness, and economy. The same university should hold periodical examinations in convenient parts of the country which any person might, upon payment of a small fee, take and if successful receive a certificate equivalent to a degree in certain established courses.

All this would be voluntary, but if the system were impartial, thorough, and wisely severe as it should be, the value of the reports and the value of the certificates would become great. They would assure the people of a community that they were getting their money's worth from a school system officially approved by such university, and by assuring them that the graduates of their school could obtain degrees from such examinations. Thus we should soon have a standardization of our school systems of the highest value.

The pressure of the taxpayers upon their particular school authorities to apply for an examination and report would be so great that it would soon become equivalent to a compulsory system. It would stimulate school authorities to earnest work. It would eliminate shoddy pretense and show, would minimize exploiting and publicity methods, and would give a proof of excellent and comparative high standing that would be incontestable.

Two notable school surveys have been launched. The first is a survey to be made of the state of Maryland under the auspices of the General Education Board. Dr. Frank P. School Surveys Bachman is in immediate charge of the work, but the General Education Board will co-operate through its officers to make this survey a model of what should be done in canvassing the educational opportunities and difficulties of the whole state. We have had an exhibition in the state of Vermont of the way in which a state can be canvassed through the co-operation of a foundation. It is to be hoped that the General

Education Board with its great resources will be able to carry on even more completely the survey of the state of Maryland. The Carnegie Foundation investigation of the state of Vermont had some of the appearances of undue haste. The opportunity in Maryland is greater because there is no urgent demand in that state for a reorganization at the present moment of the school system. We may look to this school survey, therefore, for larger results than any that have been obtained heretofore from state surveys.

The second significant survey which is being planned is that of the city of Cleveland. A foundation has recently grown up in the city of Cleveland with funds that seem to promise the possibility of many types of investigation which will be to the advantage of that municipality. One of the first problems that the trustees of the Cleveland foundation recognized as important is the problem of the public-school system. From the point of view of the technical student of schools the survey of a city of the size of Cleveland has many advantages that cannot be supplied by a greater city on the one hand or a smaller city on the other. The survey of the city of New York encountered difficulties caused by the huge size of the school system to be surveyed. On the other hand, small school systems do not present many of the acute problems that appear in greater municipalities. Cleveland, standing as it does between the two extremes, with ample funds to secure the services of those who are competent to pass upon its school system, offers one of the best opportunities that has yet been afforded for a careful and complete study of the school system. We may here again look for results that are far-reaching in their significance, not only for that city itself, but also for the country as a whole.

The following bulletin is sent out by the National Child Labor Committee:

Bulletin on "North Carolina has the least effective Child Labor law
Child Labor of all the industrial states, and it was one of her senators who blocked the way to a federal law in the Senate that has just adjourned." This statement was made at the quarterly meeting of the Board of Trustees of the National Child Labor Committee by A. J. McKelway, southern secretary of the committee, whose headquarters have been in Wash-

ington ever since the Palmer-Owen Child Labor bill was introduced in Congress a year ago. Dr. McKelway said further:

"This winter the cotton manufacturers of North Carolina succeeded first in defeating all child labor legislation before the state legislature. They packed the Committee on Manufactures to which the Child Labor bill was referred. Their lobby, forty strong, appeared before their committee to urge the unfavorable report that followed. Then they became alarmed at the prospect of federal legislation and appealed to Senator Overman to defeat it. Under the antiquated rules of the Senate, when the bill was reached on the calendar, one objection was sufficient to prevent consideration, and Senator Overman objected. Thus with Senator Overman contending that child labor is a state problem, and his manufacturing constituents able to defeat state legislation, the young children of the North Carolina cotton mills make appeal to state and to nation in vain."

Owen R. Lovejoy, general secretary of the National Child Labor Committee, reported on the general work of the committee. He said: "We have helped to secure a fourteen-year limit in the cotton mills of Alabama, and a compulsory education law has just been passed in South Carolina. Important bills are still pending in several states, notably Pennsylvania, Michigan, Illinois, and Iowa. But our defeats in West Virginia and North Carolina, and our hot fights in Arkansas and Alabama, make us realize that what we have accomplished is easy and obvious by comparison with that which remains to be done. We need the power of the federal government to drive child labor from its worst strongholds and as soon as the new Congress meets we shall begin a fresh campaign for a federal law."

Felix Adler is chairman of the committee and the Board of Trustees includes Jane Addams, Howell Cheney, Homer Folks, Edward T. Devine, Mrs. Florence Kelley, Adolph Lewisohn, and Charles P. Neill.

The foregoing note with regard to the difficulties that are encountered in securing legislation preventing the employment of children furnishes an introduction for the whole topic of the division of the school system into vocational schools and common schools. Some of the manufacturers of this country are very insistent that there be separate schools for the vocational training of children. The difficulties that would arise if such separate schools were established can be anticipated from the failure of the forces of education at the present time to control the matter of child labor. It is therefore altogether timely that the Bureau of Education should bring together in a single comprehensive statement the arguments which ought to determine judgment with regard to the unit and dual

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Dual Control
of Industrial
Education**

control of vocational education. Attention has been called repeatedly in this *Journal* to the fact that in the state of Illinois a crucial situation exists at the present moment with regard to school legislation. In other states, though the menace is not so obvious, there is nevertheless a strong tendency to put the control of vocational education into hands that are inexpert and into the power of those who are too often interested in exploiting children and young people for commercial purposes. The following statement issued by the Bureau of Education is, therefore, a matter of national importance and we are glad to give currency to this statement because of the intrinsic merit of the arguments themselves. The Bureau issues these statements in the form of a summary of the arguments that are presented in various papers.

1. Separate control would divide and duplicate the administrative educational machinery.

2. Separate control would tend to stop the movement now under way to vitalize general, academic education by the introduction of new activities. Separate vocational education would leave general education to stagnate in remoteness from the realities of contemporary life.

3. Separate control would tend to check the movement to keep pupils in school for a longer term of years, since many would leave a purely academic school at the earliest possible moment in order to get their "working papers," trusting to the part-time or evening schools for further training.

4. Separate vocational schools work to the disadvantage of the pupils because of the narrow type of work such schools would be forced to offer.

5. Industrial workers should not be subjected to a training for efficiency separate from education for citizenship, intelligence, and character.

6. Extreme subdivision of labor, rapid changes in industrial methods, and mobility of the laboring population are reasons against trade training which is not an integral part of a general plan of education for industrial workers.

7. Separate schools for industrial workers would not harmonize with a policy of discouraging undesirable class distinctions.

8. The experience of several states, but especially Massachusetts and Wisconsin, has not developed strong popular demand for separate vocational schools, independent of the regular public-school system. Massachusetts began by organizing a special commission on industrial education, for the purpose of administering the law and fostering the development of independent industrial schools. After experimenting with this plan for a time, the separate commission was abolished, and the responsibility for control and administration of all forms of educational effort was lodged with the state board of education, while local boards of education were given the power to organize vocational schools in connection with the regular public-school system.

The Wisconsin plan, which has been cited as a successful example of separate administration, does not, strictly speaking, afford separate, independent control of vocational schools. The state superintendent of public instruction is, *ex officio*, a member of the state Commission on Industrial Education. Wisconsin, it should be noted, has no state board of education. The city superintendent of public schools is, *ex officio*, a member of the local board of control for vocational schools, and it is provided by law that the other members of this board shall be designated by the local board of education. The state official in charge of the administration of the law governing vocational education is a deputy in the office of the state superintendent of public instruction.

9. The experience of agricultural college administration in the state seems to demonstrate the wisdom of developing such a college as a department of a university rather than as a separate institution. The presumption is that similar experience would be encountered in the secondary-school period.

10. The establishment of separate vocational schools would result in the subtraction from the regular public school of all the most energetic pupils, except those who are bent along literary lines, to the detriment of both types of schools.

11. If it could be shown that adequate vocational training can be given only in separate schools, it would still be financially impossible to establish as many schools as there are vocations, except in densely populated large cities.

12. Separate control of vocational schools would obstruct, if not prevent, that readiness of transfer from one type of school to another, so desirable for pupils during the early period of differentiation of courses, that would be facilitated by the organization of all forms of education under the control of a single board of education.

13. The experience of boards of education in handling drawing and manual training does not forecast with certainty what their experience will be with industrial education. Both boards of education and popular sentiment have changed materially since the early days of misunderstanding of the place of practical activities in an educational scheme.

14. The recommendations of the Commission on Federal Aid to Vocational Education and the provisions of the proposed act dealing with this subject, now pending before Congress, accept the centering of responsibility for all forms of educational effort in one office or board as the logical method of procedure.

The Bureau of Education has published a bulletin setting forth the work of the Educational Museum of the public schools of the city of St. Louis. A full description is given in this bulletin of the way in which the material is collected for this museum, the method of distributing the material to the schools, and the way in which this material is

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Museum**

employed for classroom work. A very impressive account is also given in the bulletin of the increase in the use of this material which has appeared during the years of its organization. The accompanying table is worth quoting to show the importance of this new device of instruction which has been developed in St. Louis:

RECORD OF DELIVERY INCREASE

School Years	Museum Collections	Teachers' Library Books
1905.....	5,111	0
1906.....	11,830	300
1907.....	16,690	2,748
1908.....	19,153	3,368
1909.....	23,152	4,365
1910.....	29,039	4,790
1911.....	37,954	9,030
1912.....	42,994	12,471

Schools that have not realized the possibility of bringing concrete material into the classroom through the co-operation of a museum should certainly recognize from this empirical statement of the influence of the museum in the St. Louis schools how far they have failed to take advantage of one possible means of improving education.

The state of Indiana has a new law for the pensioning of teachers. The essentials of this law are presented in the following quotations:

Every teacher coming under the provisions of this act shall be assessed upon his or her salary for the school year in which such assessment is made as follows: For the first fifteen years of teaching service, \$10.00 per year; for the next ten years of teaching service, \$20.00 per year; for the next ten years of teaching service, \$25.00 per year; for the remaining years of teaching service up to and including the fortieth year of such service, \$20.00 per year. *Provided*, that should a teacher coming under the provisions of this act teach longer than forty years, no assessment shall be collected from such teacher for time taught beyond the period of forty years. . . .

Any person coming under the provisions of this act who shall have rendered thirty-five years or more of teaching service in the public schools, twelve of which may have been in public schools outside of the state, who ceases to be

in the employ of the public schools of the state from any cause, shall be entitled to an annuity in accordance with the following schedule:

For 35 years of service.....	\$600.00
For 36 years of service.....	620.00
For 37 years of service.....	640.00
For 38 years of service.....	660.00
For 39 years of service.....	680.00
For 40 years of service.....	700.00

Provided, that any teacher in the service of the public schools of the state may be temporarily or permanently retired for disability on an annuity in accordance with the schedule in this act after he or she shall have served as such teacher as per the conditions of this act for a period of twenty-five years or more, and provided further, that when a teacher is retired for any disability before he or she has met with the conditions for permanent retirement under this act, such retirement shall continue only until such disability is relieved or removed, and no further annuity or benefit shall be paid to such teacher after medical examination made on demand of the Board of Trustees of the Indiana State Teachers' Retirement Fund and at the expense of said teacher shall establish that such disability is removed. No benefit for disability shall be paid for less than one-half of a school year.

The schedule according to which disability benefits shall be paid follows:

For 25 years of service.....	\$350.00
For 26 years of service.....	375.00
For 27 years of service.....	400.00
For 28 years of service.....	425.00
For 29 years of service.....	450.00
For 30 years of service.....	475.00
For 31 years of service.....	500.00
For 32 years of service.....	525.00
For 33 years of service.....	550.00
For 34 years of service.....	575.00

Such annuities shall be paid upon the order of the Board of Trustees in four equal payments as follows: On January 1, April 1, July 1, and October 1 of each year.

In the event that any teacher coming under the provisions of this act for any reason leaves the services of the public schools of any unit of this state operating under this act, before said teacher is entitled to receive annuities under this act, such teacher shall be entitled to withdraw from the treasury of the Indiana State Teachers' Retirement Fund, such a sum as will equal all payments made by such teacher into the treasury of this fund without interest.

The following health note sent out by the New York State Department of Health is of general importance:

Health Hints When an epidemic of diphtheria, or measles, or whooping-cough broke out in a school, the old-time health officer saw only one thing to do—to close the school; but today there are better and much more effective ways.

When a school is closed in the midst of an epidemic there is almost certain to be a number of the children who have become infected, but have not yet "come down" with the disease. When the school is closed these children are sent back to their homes where they are under no supervision. They play freely with their friends and with their brothers and sisters. In a few days the disease germs have grown in their nose or throat, so that they have a little sore throat or a slight running at the nose. This is the *most dangerous* stage of the disease when the germs are being discharged in the largest number and greatest activity. Yet the children feel fairly well. They are up and about playing with other children and freely *spreading the disease*. In particular they are likely to infect their little brothers and sisters who are specially in need of protection, since these diseases are much more serious for infants than for children of school age.

The modern way of dealing with school epidemics does not involve the closing of the school at all, but uses the school as a most valuable aid in *keeping the children under observation*, detecting the early cases of disease so that they may be isolated and kept from doing harm to anyone. Each school should have a school physician to carry out the necessary supervision. In the case of diphtheria, cultures can be taken from the throats of all the children, and all carriers of diphtheria germs at once discovered. In measles and whooping-cough outbreaks, the children can be examined by such a school physician, and the ones who are coming down picked out much sooner than they would be recognized at home. Then these dangerous individuals can be so isolated at home that they cannot spread infection to anyone else in the school or out. Last fall Sanitary Supervisor Sears of Onondaga County was called to a town where there was an epidemic of diphtheria. In one school of 240 pupils there were 32 children whose throats contained diphtheria bacilli. The Supervisor persuaded the School Board and the local Board of Health to keep the schools open and to obtain a good visiting nurse to inspect all the children daily and to see that those excluded from school were properly isolated. He had to overcome some opposition to the plan, but it was finally followed out and, in a very short time, the outbreak was checked.

The plan for closing schools in an epidemic was a blind shotgun sort of measure, which often did as much harm as good. The new way is precise, and scientific, and effective.